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## ABSTRACT

A survey was conducted of all 106 community colleges in California to determine the characteristics of programs implemented by the colleges to provide employee training for business, industry, and government. The survey gathered the following information on all existing programs: number of years in existence, number of contracts, enrollment, offerings, faculty participation and compensation, collective bargaining, and perceived advantages and disadvantages. Study findings, based on responses from 89 colleges, included the following: (1) 78% of the responding colleges were contracting with outside agencies to provide educational services; (2) 68% indicated that their programs were less than 5 years old; (3) the majority of the colleges contracted with less than 15 businesses or other agencies per year; (4) the majority of the colleges enrolled less than 300 students in contract programs; (5) 62% of the colleges financed their programs exclusively through contracts with a particular business or industry, while 33% claimed state apportionment since classes were open to all students; (6) the most popular courses were management development, technological training, and remedial English and math; (7) 78% of the colleges reported that their full-time faculty participate in contract instruction, with most instructors paid on an hourly basis; and (8) only 10% of the colleges specifically addressed contract instruction in their collective bargaining agreements. Lists of perceived advantages and disadvantages and the survey instrument are included. (AYC)

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SURVEY OF  
CALIFORNIA COMMUNITY COLLEGES  
INVESTIGATING PRACTICES RELATING  
TO CONTRACT EDUCATION

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Office of Planning/Research  
San Bernardino Community College District  
Dr. Norman D. Smith  
March, 1989

JC-890182

## PROCEDURE

A short questionnaire was sent to 106 community colleges in California requesting information on the practice of working with business, industry, and other agencies to provide training for their employees. Eighty-nine replies were received for a response rate of eighty-four percent.

## PROGRAMS IDENTIFIED

Of those who responded, sixty-nine colleges (78%) indicated that they were contracting with outside agencies to provide educational services. Twenty colleges (22%) indicated that they were not offering such a program. Of that twenty, seven colleges indicated that another college in their district was responsible for contracting for educational services.

## AGE OF PROGRAM

Contracting with business and industry is a relatively new experience for most of the colleges who responded. Forty-seven colleges (68%) indicated that their programs are less than five years old. Thirteen colleges (19%) stated that they have operated a program for six to ten years, and seven colleges (10%) have had programs in excess of ten years.

### Years of Experience

Table 1

| <u>Years</u> | <u>Number of<br/>Colleges</u> | <u>%</u> |
|--------------|-------------------------------|----------|
| 1 - 5        | 47                            | 68       |
| 6 -10        | 13                            | 19       |
| 11 -15+      | 7                             | 10       |

## NUMBER OF CONTRACTS

The colleges reported a wide range in the number of businesses or other agencies with whom they contract. The majority of colleges contract with less than fifteen businesses or other agencies per year.

## Contracts

### Table 2

| <u>Number of<br/>Contracts</u> | <u>Number of<br/>Colleges</u> | <u>%</u> |
|--------------------------------|-------------------------------|----------|
| 1 - 5                          | 24                            | 35       |
| 6 - 10                         | 15                            | 22       |
| 11 - 15                        | 11                            | 16       |
| 16 - 20                        | 6                             | 9        |
| 21 - 50                        | 7                             | 10       |
| 51 -100                        | 2                             | 3        |
| 101+                           | 2                             | 3        |

## ENROLLMENT

The number of students enrolled in contracted programs encompasses an even wider range than the number of contracts. The majority of colleges enroll less than three hundred students. Most of the larger programs are located in urban area colleges which contract with large industrial plants.

## Enrollment

### Table 3

| <u>Number of<br/>Students</u> | <u>Number of<br/>Colleges</u> | <u>%</u> |
|-------------------------------|-------------------------------|----------|
| 1 - 100                       | 22                            | 32       |
| 101 - 200                     | 10                            | 14       |
| 201 - 300                     | 12                            | 17       |
| 301 - 400                     | 2                             | 3        |
| 401 - 500                     | 5                             | 7        |
| 501 - 600                     | 2                             | 3        |
| 601 - 700                     | 1                             | 1        |
| 701 - 800                     | 1                             | 1        |
| 801 - 900                     |                               |          |
| 901 - 1000                    |                               |          |
| 1001 - 2000                   | 6                             | 9        |
|                               | 2001 - 3000                   |          |
| 3000+                         | 3                             | 4        |

## **CONTRACT vs ADA**

Contracted classes may be offered exclusively for a particular agency when the costs are covered by the agency or for state apportionment (ADA) if the class is open to all students. Sixty-two percent of the responding colleges contract exclusively with a particular business or industry. Thirty-three percent claim state apportionment. This division is not mutually exclusive and some offer classes using both methods. Only ten of the twenty-three colleges who reported using the ADA method estimated the amount of state apportionment earned. Estimates ranged from 12 to 250 ADA with the majority of responses in the 12-20 ADA range.

## **KINDS OF OFFERINGS**

The kinds of courses which are offered are only limited by the imagination. Most colleges will offer any legitimate course for which the company is willing to pay or which is eligible for state apportionment. The most popular courses are those suggested in the questionnaire -- Remedial English (39%), Remedial Math (35%), Technical (78%), and Management Development (78%). Other courses which were listed as popular offerings were courses fulfilling requirements for a degree in Business, Business English, Chemistry, Computer Science/Word Processing, CPR/EMT, Cross Cultural Communications, Early Childhood Development, ESL, Fire Science, First Aid, General Education courses, Health Professions, Hospitality, Nursing, Office Skills, Personnel Growth, Physical Fitness, Physics, Safety, Spanish, and Vocational Assessment. Several colleges attached very attractive brochures advertising their offerings.

## **FACILITY PARTICIPATION**

Seventy-eight percent of the respondent colleges report that their full-time faculty participate in contract instruction. Twenty-two percent do not use full-time faculty. Only fifteen colleges report that full-time instructors may be assigned to contracted classes to complete a "load." In all cases this is voluntary and each college reports that this is only rarely done.

## **COMPENSATION**

Most instructors, eighty-six percent, are paid on an hourly basis. Some are paid a percentage of the contract, others on a rate per unit scale. Hourly rates range from \$15 per hour to \$54 per hour, with the majority falling into the \$25-44 range. Many colleges suggested that their hourly rate is the same as the on-campus hourly rate.

## Rate Per Hour

Table 4

| <u>Rate per Hour</u> | <u>Number of Colleges</u> | <u>%</u> |
|----------------------|---------------------------|----------|
| \$15 - 24            | 6                         | 9        |
| 25 - 34              | 30                        | 43       |
| 35 - 44              | 17                        | 25       |
| 45 - 54              | 4                         | 6        |

## COLLECTIVE BARGAINING

Colleges generally have not specifically addressed contract instruction in their collective bargaining contract. Only seven colleges (10%) report specific contract language, as opposed to fifty-five (80%) who do not. Only six colleges (9%) report any opposition to contract instruction from a faculty or union group.

There does not appear to be any organized opposition to contract instruction. Those who did report opposition suggest that it revolves around the issues of loss of control for off-site classes; salary issues -- some pay more than the regular hourly rate, some pay less than the regular hourly rate, both cause problems; assignment problems related to seniority; perceived competition with on-campus classes; and one college suggests that there was opposition when the program was based at the district level but now it is college-based and the opposition is gone.

## ADVANTAGES

Respondents were given the opportunity to list the good things they have discovered through contracted instruction. Those responses are listed here. The themes which emerge relate to improved relationships with the community, curriculum relevancy and the need to stay current, income generation, and the flexibility of tailoring a course to meet a specific need.

1. Non-credit flexibility for short-term courses under the general subject approved by the State. Can satisfy the practical as well as the immediate. No worrying about meeting specific curriculum requirements of degree and transfer programs.

2. With non-ADA contracts, can generate funds without bumping into ADA cap.

3. Reaches the business community as a practical assist to upgrading employee skills.

4. Flexibility to provide small group instruction to business and industry. Ability to generate supplemental funds for instructional support.

5. Partnership with industry, cross pollination college/industry, community service, dollars and donations to the college.

6. Modest income; serving the economic development needs of our business community; serving staff development needs for local businesses.

7. Outreach to businesses in the District plus the opportunity to provide a service that has value and fulfills a community's needs.

8. Keeps our programs relevant. Allows sharing of equipment & facilities. Provides an opportunity to keep abreast of "state-of -the-art" technology.

9. Is appropriate instructional service within the community. Is excellent linkage to business & industry for further partnerships of benefit to both.

10. We can more accurately address business, industry and community needs.

11. Improves working relationship with local firms, helps keep staff at College up to date, can generate income and equipment donation to college.

12. Services/programs specifically designed for and offered in the Business/Industry/Agency communities. Industry-standard course development. Exposure of faculty to Business/Industry world. Income for the college above ADA cap.

13. Visibility in community; additional revenue; industry exposure for our FT instructors; increased ability to meet community needs--economic development.

14. The Office of Contract Education is housed together with the college's Small Business Assistance Center and with the Tri-Counties Economic Development Corporations in the same office in downtown Chico. We assist each other. One stop shopping for the local business person who wants any number of business support services.

- a. Additional income source
- b. Extension of college into business community
- c. Involvement of new students in college program (regular credit)

15. Flexibility to serve business & industry.

16. Immediate response to identified needs.
17. Builds solid network with business & industry
18. Allows the college to provide a service at a military base.
19. Improved relationships with business & industry, increased revenue to college, opportunity for curriculum development, faculty contact with "real world" of business/industry.
20. DVC is able to service the surrounding Business & Industry thereby developing an additional profile to the community.
21. If the District reaches the ADA cap, it is one way to generate additional income.
22. Good P.R. for the District.
23. Ability to respond to needs of business, industry, community
24. Quick response.
25. Community relations.
  - a. Positive relationship with local business/industry or government agency.
  - b. Recruitment of students into other college courses.
26. Additional funds; recruitment.
27. Relations with community/industry.
28. Curriculum relevancy, community relation, upgrade citizens of community, make business & industry more productive.
29. Contract education provides yet another service we can provide to business & industry. It provides an alternative method of delivering instruction when ADA is not possible.
30. Business labor linkages, extra income, staff development.
31. Continuing to serve the needs of the community by making ongoing education available at the worksite so that employees may continue to upgrade, retrain and advance existing workskills so that they may continue to be competitive in the workforce.

32. Gaining a larger community profile, income potential, partnerships in economic development.

33. It is simply one more avenue by which a community college may serve the community.

34. Flexibility in curriculum, scheduling, and registration.

35. Increased visibility and credibility of college.

36. Increased partnerships with business and industry.

37. Opportunity to carry out community college mission to serve a broader-based community.

38. Opportunity for campus to meet the needs of people who would not have come to the campus for classes.

39. Positive public relations aspect and additional funds to college and division involved in providing training.

40. Service community, public relations, visibility.

a. Can provide services when we are in an overcap situation.

b. Flexible - can tailor it to needs of consumer.

41. New way to serve the educational needs of business, industry, government. Another way to generate income. Chance for faculty to experience the issues currently facing industry.

42. The faculty perceives contract education as a great public relation tool. They appreciate the business/local input.

43. Positive relationship with industry.

44. The college is seen as responsible by local industry. We've been able to recruit advisory committee members.

45. Staff development, P.R., community contacts, money into programs, community needs are uncovered.

46. Improves relations with employers; demonstrates responsiveness to community need; exposes instructors to "real world"; earns money for college.

47. Service to business & industry; quick response; ability to provide employer specific training tailored to his needs; CAP not a problem.

48. It affords instructors a way to increase income without affecting campus budget. It also generates a lot of extra funds for Special Programs.

a. Developing closer linkages to business & industry.

b. Responding to immediate and changing needs in business and industry.

49. Time, amount of contract to cover costs, marketing contact classes.

50. Improve ties with business, industry, labor, and community organizations.

51. College name recognition - marketing, attract ADA students. Important source of income. Partnerships with industry. Source of donations.

52. Improved business community relations; increased pool of targeted ADA, increased income; inservice training for faculty.

53. Allows delivery of services with maximum flexibility and little constraint.

54. Extends courses or training to the business site. Provides low cost quality training to community.

55. Helps to supplement regular college budget.

56. Improves public relations with the business community, keeping instructors and curriculum up to date with business needs and the state of the art, increased revenue for instructors and the district.

57. Good PR with business community; an opportunity for faculty members to get out into industry; adds to college's "community" role.

58. Use other's facilities for lab situation.

59. Connection with "real" world, improved relationships and visibility, revenue.

60. Enables us to serve some constituents who would not otherwise have access to our resources. Improves college-business relations. Makes some money.

61. Contact with community segments otherwise not connected to the college. Good for college image in community and for exposure of teachers to new needs, technologies.

62. Its an efficient way to meet community needs for specific classes.

#### **DISADVANTAGES**

Listed disadvantages suggest problems with logistics and communications. A great deal of time is required to put together a program. Businesses may expect the college to respond more quickly than the college is able to do.

1. If the contract program is processed through the established Business Division, the contract program has the possibility of running a poor second behind the established on-campus programs. This simply is because there often is no incentive to get out from the comforts of the campus.

2. Logistics re accounting and payroll are time consuming - needs a separate managerial/administrative body.

3. Very time-consuming, money restriction on what is permissible when offered for ADA, college is not able to respond as quickly as business community would like due to board approval process.

4. The quick fix expectations by some industries can put a strain on the instructor and the department he/she represents.

5. Increases college workload: proposals, management, billing, off-site registration, etc.

6. Need to be very selective and make certain a given program is of specific benefit to the college.

7. Sometimes there is not sufficient time to be immediately responsive to requests. Not enough college staff devoted to development of this thrust.

8. There is little or no formal remuneration formula for this non-traditional educational delivery system as far as the state is concerned. Because of the lack of formal identity in the state system, the function is financed on a shoe string.

9. Additional competition for scarce resources.

10. Start-up time leading to self-sufficient program requires institutional funds - difficult in times of short funds.

11. Additional work.

12. Contrary to many existing patterns - namely semesters.
13. The amount of staff time required to serve this segment of the community is out of proportion with the staff time required to serve "regular" students.
14. We might offer contract instruction for ADA - thereby better serving those companies unable to pay our fee for services - if the cap on ADA were lifted or if there were additional funding available for this purpose.
15. Fear of competing with regular college division classes for available area students.
16. Very time consuming.
17. Communication - keeping everyone informed is often difficult.
18. Time consuming to set up.
19. Causes pressure to change and respond more quickly to the customer's needs.
20. Requires additional administrative/coordinative work (special arrangements, curriculum, etc.).
21. Time and increase of staff required to run a large contract education program.
22. Cost-contract must cover costs.
23. Distance involved.
24. Difficult to respond to immediate needs of business.
25. Time consuming to initiate and implement.
26. Time consuming, not yet lucrative fiscally.
27. Logistics are sometimes difficult - on-site registration, etc.

A P P E N D I X    I

## CACC QUESTIONNAIRE

### CONTRACT EDUCATION

For the purposes of this study, contract education is defined as a course or program of courses, typically offered at the work site, for the employees of a business, industry, or other agency. Contract education may be for credit or offered on a fee-for-instruction basis.

College Name \_\_\_\_\_

1. Does your college have a contract education program which fits the definition above?

☐ Yes      ☐ No

(If "Yes", please continue. If "No", you need go no further, but please return the form.)

2. How long has your program been in existence?

\_\_\_\_\_ year(s)

3. With how many businesses, industries, or other agencies do you typically contract in a year?

\_\_\_\_\_

4. Approximately how many students were enrolled in your contract education courses during the last year?

\_\_\_\_\_

5. Do you offer contract instruction for credit for which you also claim ADA? ☐ Yes    ☐ No      Approximate ADA generated \_\_\_\_\_

6. What kinds of courses do you typically offer?

Remedial English \_\_\_\_\_

Management Development \_\_\_\_\_

Remedial Math \_\_\_\_\_

Other (Specify) \_\_\_\_\_

Technical \_\_\_\_\_

7. Do your full-time faculty members participate in contract instruction?

☐ Yes      ☐ No

8. Are full-time instructors ever assigned to contract instruction classes to complete a load? ☐ Yes    ☐ No

If yes, is this on a voluntary basis? ☐ Voluntary    ☐ Involuntary

Remarks \_\_\_\_\_

CACC QUESTIONNAIRE  
Page 2

9. How are contract education instructors paid?

☐ Contract    ☐ Hourly    ☐ Other \_\_\_\_\_

10. What is your typical hourly rate paid to the instructor for contract education classes? \$ \_\_\_\_\_

11. Is contract instruction addressed in your collective bargaining contract?

☐ Yes    ☐ No

(If yes, please attach contract provisions.)

12. Has there been opposition to contract instruction from your faculty union or another group?

☐ Yes    ☐ No    If yes, please explain briefly. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13. From the college viewpoint, what are the advantages of a contract education program?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Disadvantages \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. I would like to receive a copy of the findings of the study.

Name \_\_\_\_\_

Title/Department \_\_\_\_\_

College \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_